

## Reading Passages and Readability Levels

First Grade	Fall	5	1	0	1.3*
First Grade	Winter	31	6	1	1.5*
First Grade	Spring	73	11	4	1.9
Second Grade	Fall	81	9	2	2.0
Second Grade	Winter	103	8	3	2.5
Second Grade	Spring	120	12	11	2.9
Third Grade	Fall	124	9	10	3.0
Third Grade	Winter	128	10	16	3.5
Third Grade	Spring	165	9	17	3.9

\* The readability level for short passages is difficult to pinpoint with exact accuracy. It is important to use sight words and decodable words appropriate for this grade level.

\*\* This number reflects the total number of words in the Idaho Reading Indicator (IRI) testing passage and not the expected words correct per minute as reflected on the Oral Reading Fluency Chart from page 21 of the IRI Instructional Support Guide.



# Decode and Spell

Grade Assessed		
1 <sup>st</sup> , 2 <sup>nd</sup> , and 3 <sup>rd</sup>	Consonants	Beginning- all (qu) Ending- b, d, g, m, n, p, t Soft c, g- circle, giraffe
1 <sup>st</sup> , 2 <sup>nd</sup> , and 3 <sup>rd</sup>	Ending consonants	x, f, ll, ss, zz **g(e) as /j/: large **ble as/bl/: table
1 <sup>st</sup> , 2 <sup>nd</sup> , and 3 <sup>rd</sup>	Beginning consonant blends	bl, cl, fl, gl, pl, sl, br, fr, gr, pr, tr, sc, sk, sl, sm, sn, sp, st, sw, tw, **str
1 <sup>st</sup> , 2 <sup>nd</sup> , and 3 <sup>rd</sup>	Consonant digraphs	ch, sh, th: thin, that, wh, ph
1 <sup>st</sup> , 2 <sup>nd</sup> , and 3 <sup>rd</sup>	Ending consonant blends	mp, nd, ft, lt, nt, lf, st, nk, ng
1 <sup>st</sup> , 2 <sup>nd</sup> , and 3 <sup>rd</sup>	Silent consonants	ck, kn, lk, wr
1 <sup>st</sup> , 2 <sup>nd</sup> , and 3 <sup>rd</sup>	Vowels	Short Long: a-e, e-e, i-e, o-e, u-e, **igh – high
1 <sup>st</sup>	Words	vc & cvc words
1 <sup>st</sup> , 2 <sup>nd</sup> , and 3 <sup>rd</sup>	r-control	ar, er, ir, or, ur
1 <sup>st</sup> and 2 <sup>nd</sup>	Vowel digraphs	ai, ee, oa, ea
1 <sup>st</sup> , 2 <sup>nd</sup> , and 3 <sup>rd</sup>	Variant vowel digraphs	*oo: toot, **ue: glue, oo: book, **aw: paw
2 <sup>nd</sup> , and 3 <sup>rd</sup>	Diphthongs	oi, oy, ou, ow
3 <sup>rd</sup>	Contractions	I 'm, he's, she's, it's, ___ 'll (she'll) ___n't (won't)
3 <sup>rd</sup>	"y" as long "i"	sky, why, fly, my
2 <sup>nd</sup> , and 3 <sup>rd</sup>	Affixes	-s, -er, -ed, -ing, -un
2 <sup>nd</sup> , and 3 <sup>rd</sup>	Grammatical endings	Double final consonant+ -ing, drop final "e" + -ing

\*Assessed in First Grade

\*\*Assessed in Second Grade

# Second Grade Skills



## Second Grade Skills Assessed

### Fall

1. Read a story
2. Answer comprehension questions
3. Sound out words

### Winter

4. Read a story
5. Answer comprehension questions
6. Sound out words

### Spring

7. Read sight words
8. Read a story
9. Answer comprehension questions
10. Sound out words

## Skill One - Read a Story

### Notes and Suggestions

Reading is not developmental or natural, it is learned. Reading difficulties reflect a persistent deficit, rather than a developmental lag in linguistic and basic reading skills. Proficient readers gain meaning from the word level (automatic, unconscious, rapid process) and from the passage level (active, engaged, thinking process). If by sixth grade, a student is reading below 100 to 120 words per minute, she/he won't be able to attend to meaning.

*Word Level = Reading Accuracy*

*Passage Level = Reading Fluency*

For *word level/reading accuracy* information please see *Sound Out Words* section.

This section will address passage level/reading fluency.

Reading Fluency:

- is defined as the number of words read correctly in one minute;
- is a strong predictor of overall reading health, but does not provide diagnostic information;
- has a strong correlation with reading comprehension (demonstrated by changes in voice as student makes meaning);
- can be taught.

Please refer to the IRI Reading Fluency Table for words correct per minute counts for grades one, two, and three.

Fluency instruction and assessment include these primary components:

- accuracy in decoding;
- automaticity in word recognition (rate);

## Second Grade Skills



- appropriate use of expressive features such as stress, pitch, text phrasing, pace, and punctuation.

Students can keep records of reading fluency. Students who experience great difficulty reading fluently need intensive monitoring, and should participate in timed reading several times a week.

Having students practice reading phrases can increase speed and accuracy. See Fry's Phrases included in the appendix.

Teachers should model fluent oral reading behavior on a daily basis.

Students should have daily opportunities for repeated reading at their instructional reading level.

### Pre-fluency Activities

- Oral Language: Student listens for sound and feel of printed text (the language of books) as teacher reads aloud.
- Alphabet Reading: Student reads the alphabet in and out of order.
- Name Reading: Student quickly reads his/her own name.
- Student quickly reads names of other students.
- Read Around the Room: Student reads environmental print including songs, chants, and poetry, etc.
- Language Experience: Teacher writes student's words, following a hands-on experience and reads the words back to the student. Student reads words with teacher and independently.
- Auditory Modeling: Live or taped modeling of fluent reading provides an example of where to pause, where to change pitch, and which words to stress.

### Teaching Ideas

- Echo Reading: Teacher reads one sentence with appropriate intonation and phrasing. Student imitates oral reading model.
- Neurological Impress: Teacher sits behind student and places reading material in front of student. Teacher and student read together in one voice. Teacher paces the reading and rate is slightly beyond the student's normal rate.
- Choral Reading: Teacher and student(s) read aloud together.

## Second Grade Skills



- Paired Reading (Book Buddies): Students read aloud together to improve rate.
- Repeated Reading: Student reads same text several times to improve the many dimensions of fluency.
- Modeled Reading/Lap Reading/Shared Reading: Student listens to, and/or participates in proficient oral reading.
- Readers' Theater: Student participates in a Readers' Theater presentation following the procedures for Readers' Theater.
- Poetry Party: Students practice and perform poetry.
- Taped Reading: Student tapes oral reading and charts reading rates.  
\*Taped reading can be used for monitoring reading practice, performance, and improvement.
- Radio Reading: Students practice to read a passage to sound like a radio announcer.
- Timed Reading: Student reads aloud and charts reading rate. Track progress over time.
- Fry's Phrases: Student reads phrases to improve phrasing.
- Music: Student hums to get the feel and intonation of the words
- Phrase-Cued Reading: Teacher prepares text with slash marks at phrase boundaries. The student practices reading the text with the cues several times and then attempts without cues.

### Supporting Research

Samuels, in describing his method of "repeated readings" to build fluency, had the goal of helping students achieve an 85-word-per-minute criterion rate, before moving to the next passage. He describes the desirable stage of "automatic reading": "At the automatic stage, the student is able to recognize the printed words without attention. The oral reading of a student at the automatic stage is characterized by a rate which approximates or may even be faster than speaking rate, the reading is with expression, and if the material is familiar, the student should be able to comprehend while reading aloud...several research studies suggest that speed of response may be used as an indicator of automaticity" (Samuels, S.J. The method of repeated readings in *The Reading Teacher*, Vol. 50, No. 5, February 1997, p. 377).

"On the basis of a detailed analysis of the available research that met NRP methodological criteria, the Panel concluded that guided repeated oral reading procedures that include guidance from teachers, peers, or

## Second Grade Skills



parents had a significant and positive impact on word recognition, fluency, and comprehension across a range of grade levels" (National Reading Panel (2000) *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*: Reports of the subgroups. Washington, DC: National Institute of Child Health and Development).

"By the end of second grade, children should be able to read and comprehend both fiction and nonfiction that is appropriately designed for their grade level. They are actually decoding phonetically regular, two-syllable words and nonsense words. They are using their phonics knowledge to sound out unknown words, including multisyllable words. And they are rapidly gaining the ability to read the longer, more complex sentences of written language with fluency and expression" (National Research Council, *Starting Out Right*, National Academy Press: Washington, D.C., 1999, p. 113).

"Through practice, the reader's decoding can become so fluent that she pays maximum attention to creating meaning from the words she encounters." Rasinski, Timothy. *The Fluent Reader*. New York, NY: Scholastic Professional Books, 2003, p. 76.

## Second Grade Skills



### Skill Two – Answer Comprehension Questions

#### Notes and Suggestions

Teachers must directly teach students a number of cognitive strategies to process text.

#### Lesson Plan Model

- Introduce
- Model
- Guide
- Practice
- Evaluate

#### Key Comprehension Strategies

- Using prior knowledge/previewing
- Predicting
- Identifying main idea
- Summarizing
- Questioning
- Making Inferences
- Visualizing
- Reflecting

Students must be knowledgeable and flexible about the appropriate use of comprehension strategies **prior to, during, and after** reading fiction and nonfiction text.

Vocabulary development and vocabulary instruction play a vital role in comprehension.

#### Teaching Ideas

- Elements of literature: Student identifies setting, characters, plot, etc.
- Graphic Organizers provide a visual tool to help process information and show relationships to assist in comprehension. Organizers can also be used to assess learning. Organizers can be used to graphically represent the following thinking processes:  
**Describe** – list descriptive words for a concept, character or event in a story.



## Second Grade Skills



**Cause and Effect** – list story events or character actions and what caused them.

**Classify** – categorize or classify events, things or ideas in a story.

**Sequence** – record the chain of events in a story.

**Compare and Contrast** – compare characters or events in a story or one story/author with another.

- **Direct Thinking and Reading Activity (DRTA):** Student follows DRTA format.

Preview the story.

Make a prediction based on prior knowledge and the text.

Read a paragraph and make a prediction about what will happen next.

Justify prediction with evidence from the story.

Continue with more paragraphs.

Discuss whether predictions were accurate or not.

Revise predictions.

- **Question Answer Relationship (QAR):** Student follows QAR format.

Have students read (or read to them) the beginning of a story.

Ask a question.

When answered, have students determine the context for the answer:

In the Book –

“Right There,” “Think and Search”

In My Head –

“On my Own,” “Author and Me”

- **Retelling:** Student retells (verbally, dramatically, artistically) a story, meeting retelling criteria appropriate for grade level.
- **Activate Prior Knowledge:** Preview the text, brainstorm information about the topic.
- **Set a purpose for reading:** for information, enjoyment, etc.
- **What I Know, What I Want to Know and What I Learned (KWL):** Student completes KWL before, during, and after reading.
- **Reciprocal Teaching:** Student follows reciprocal guidelines. Teacher provides support (modeling, guiding, monitoring, feedback) as students learn to apply four comprehension strategies when reading. Questioning – Clarifying – Summarizing – Predicting
- **Questioning the Author:** Student uses text to unlock meaning and determine the author's purpose for writing the text.
- **Listening:** Students listen to and follow directions. Students listen for specific information while text is read aloud.

## Second Grade Skills



- Written Direction: Student reads and follows directions.
- Think Aloud: Model comprehension strategies (predicting, identifying main idea, summarizing, questioning, making inferences, visualizing, and reflecting) out loud. Encourage students to verbalize their thoughts, questions and connections.
- Making Text Connections: Model making text to text, text to self, and text to world connections. Support students' connections as they promote comprehension of the text.

### Supporting Research

"When used in combination, these techniques (comprehension monitoring, cooperative learning, use of graphic and semantic organizers, question answering, question generation, story structure, summarization) can improve results in standardized comprehension tests" (National Reading Panel (2000) *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups*. Washington, DC: National Institute of Child Health and Development).

"Research also indicates what teachers need to do to produce strategic readers. They need to teach their students a number of cognitive strategies, as well as supply them with the metacognitive knowledge necessary to understand when and how to use these strategies." Honig, Bill; Diamond, Linda; Gutlohn, Linda. *Teaching Reading Sourcebook CORE*, 2000, p. 16.2.

"Comprehension strategies can and should be taught using a direct explanation approach" (Pearson, P.D. and L. Fielding. "Comprehension Instruction." *Handbook of Reading Research*. Vol. 2 Ed. R. Barr, M.L. Kamil, P.B. Mosenthal, and P.D. Pearson. Mahwah, NJ: Lawrence Erlbaum Associates, 1996, p. 818).

"Good readers self-monitor, search for cues, discover new things about text, check one source of information against another, confirm their reading, self-correct when necessary, and solve new words using multiple sources of information." Fountas, I.C., and G.S. Pinnell. *Guided Reading: Good First Teaching for All Children*. Portsmouth, NH: Heinemann, 1996, p. 157.

## Second Grade Skills



### Skill Three – Sound Out Words

#### Notes and Suggestions

Decoding or phonics is an important component of reading accuracy. Phonics instruction today is different from the instruction of yesterday. Proficiency in decoding is not enough. Phonics must be used to get to the goal of reading: obtain meaning from print. Phonics instruction should be systematic (follows a logical sequence) and explicit (directly taught). The most reliable indicator of reading difficulty is an inability to decode single words. National Institute of Child Health & Human Development (NICHD).

Efficient decoding (automaticity\*) requires:

- rapid letter retrieval;
- rapid sound retrieval; and
- rapid meaning retrieval.

\*Automaticity requires all three retrieval systems to be intact and work together.

Students should accurately decode 95% of the words encountered in independent reading.

Students should be taught the sound/symbol relationships. Students must be taught how to blend sounds (left to right) to make words.

Students must be provided the opportunity to practice applying phonics knowledge by reading daily in appropriate texts (decodable).

#### **AND**

Students must be provided the opportunity to generalize the application of phonics knowledge to a variety of texts.

Please refer to the Decode and Spell Chart (page 29), Idaho Comprehensive Literacy Plan, and local curriculum guides for teaching sequence.

Phonics lessons should:

- ✓ build on a logical sequence, start from the known and move toward the new;
- ✓ explicitly introduce sound-spelling relationships;
- ✓ occur daily;

## Second Grade Skills



- ✓ be brief and fast paced;
- ✓ encourage students to be curious about words;
- ✓ include periodic review;
- ✓ be tailored to meet the needs of students;
- ✓ allow for flexible grouping;
- ✓ build on the phonic-spelling connection;
- ✓ engage student conversation about patterns of language;
- ✓ provide ample opportunities for children to apply what they are learning about letters and sounds to the reading of words, sentences and stories.

### Teaching Ideas

- Modeled Decoding: Teacher explicitly models sound/symbol correspondence using environmental print, pocket chart, big books, text on the overhead, etc.
- Sentence Reading: Student reads simple sentences to practice decoding unknown words.
- Build a Word: Teacher directs class to spell words. Student uses letter tiles or magnetic letters to spell and decode words.
- Word Families: Teacher introduces a word family such as -op. Students decode -op family words
- Literature: Teacher reads aloud text and directs students' attention to specific phonics elements. Student reads the same text independently to find words that meet the specific phonics elements the teacher instructed them to find.
- Encourage children to notice interesting and/or familiar patterns in literature you are reading,
- Decodable Text: Student reads for practice
- Word Hunt/Sort: Student hunts for or sorts words by phonetic pattern.
- Decoding Grab Bag: Teacher makes word cards. Student selects a word card from the bag and reads the word.
- Shared writing: Think aloud as you write for the class. "We need to make a list of things we need for our fieldtrip. Lunches starts with /l/ just like Laura's name. What sound do you hear next?"
- Independent writing: Encourage students' attempts to write. Instruct them to stretch the word and write the sounds. Push them

## Second Grade Skills



to use environmental print, word walls, and everything they know about letter sounds.

### Supporting Research

Listed as a second-grade accomplishments in *Preventing Reading Difficulties in Young Children*:

"Accurately decodes orthographically regular, one-syllable words and nonsense words" (Snow, C.E., Burns, M.S. & Griffin, P., Eds. *Preventing Reading Difficulties in Young Children*, Washington, D.C.: National Academy Press, 1998 p. 82).

"The ability to decode and spell unfamiliar in-print words is worthless if children don't use the strategies they know while reading and writing. By emphasizing common spelling patterns and helping children use the patterns they sort for to spell other words, children learn how to use familiar patterns to spell words they need in their writing" (Allington, Richard L. and Patricia M. Cunningham, *Schools That Work Where All Children Read and Write*, HarperCollins, NY 1996, p. 226).

"Skilled readers can accurately and quickly pronounce infrequent, phonetically regular words. When presented with unfamiliar but phonetically regular words – *nit*, *kirn*, *miracidium* – good readers immediately and seemingly effortlessly assign them a pronunciation (Daneman, 1991). This happens so quickly that readers are often unaware that they have not seen the word before and that they had to 'figure it out.' This decoding that good readers do so quickly and effortlessly is usually accomplished by the reader's accessing some known spelling patterns or similar words" (Allington, Richard L. and Patricia M. Cunningham, *Schools That Work Where All Children Read and Write*, Harper Collins, NY 1996, p. 49).

## Second Grade Skills



### Skill Four – Read a Story

#### Notes and Suggestions

Reading is not developmental or natural, it is learned. Reading difficulties reflect a persistent deficit, rather than a developmental lag in linguistic and basic reading skills. Proficient readers gain meaning from the word level (automatic, unconscious, rapid process) and from the passage level (active, engaged, thinking process). If by sixth grade, a student is reading below 100 to 120 words per minute, she/he won't be able to attend to meaning.

*Word Level = Reading Accuracy*

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This section will address passage level/reading fluency.

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Please refer to the IRI Reading Fluency Table for words correct per minute counts for grades one, two, and three.

Fluency instruction and assessment include these primary components:

- accuracy in decoding;
- automaticity in word recognition (rate);
- appropriate use of expressive features such as stress, pitch, text phrasing, pace, and punctuation (prosody).

Students can keep records of reading fluency. Students who experience great difficulty reading fluently need intensive monitoring, and should participate in timed reading several times a week.

## Second Grade Skills



Having students practice reading phrases can increase speed and accuracy. See Fry's Phrases included in the appendix.

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### Pre-fluency Activities

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### Teaching Ideas

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## Second Grade Skills



- Readers' Theater: Student participates in a Readers' Theater presentation following the procedures for Readers' Theater.
- Poetry Party: Students practice and perform poetry.
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### Supporting Research

Samuels, in describing his method of "repeated readings" to build fluency, had the goal of helping students achieve an 85-word-per-minute criterion rate, before moving to the next passage. He describes the desirable stage of "automatic reading": "At the automatic stage, the student is able to recognize the printed words without attention. The oral reading of a student at the automatic stage is characterized by a rate which approximates or may even be faster than speaking rate, the reading is with expression, and if the material is familiar, the student should be able to comprehend while reading aloud...several research studies suggest that speed of response may be used as an indicator of automaticity" (Samuels, S.J. The method of repeated readings in *The Reading Teacher*, Vol. 50, No. 5, February 1997, p. 377).

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## Second Grade Skills



"By the end of second grade, children should be able to read and comprehend both fiction and nonfiction that is appropriately designed for their grade level. They are actually decoding phonetically regular, two-syllable words and nonsense words. They are using their phonics knowledge to sound out unknown words, including multisyllable words. And they are rapidly gaining the ability to read the longer, more complex sentences of written language with fluency and expression" (National Research Council, *Starting Out Right*, National Academy Press: Washington, D.C., 1999, p. 113).

"Repeated reading is a valuable tool. When repeated reading is employed on a regular basis and in engaging ways, students' word recognition, reading fluency, and comprehension improve significantly." Rasinski, Timothy V., *The Fluent Reader*. New York, NY: Scholastic, 2003 p. 100.

"Through practice, the reader's decoding can become so fluent that she pays maximum attention to creating meaning from the words she encounters." (Rasinski, Timothy. *The Fluent Reader*. New York, NY: Scholastic Professional Books, 2003, p. 76).

## Second Grade Skills



### Skill Five – Answer Comprehension Questions

#### Notes and Suggestions

Teachers must directly teach students a number of cognitive strategies to process text.

#### Lesson Plan Model

- Introduce
- Model
- Guide
- Practice
- Evaluate

#### Key Comprehension Strategies

- Using prior knowledge/previewing
- Predicting
- Identifying main idea
- Summarizing
- Questioning
- Making Inferences
- Visualizing
- Reflecting

Students must be knowledgeable and flexible about the appropriate use of comprehension strategies **prior to, during, and after** reading fiction and nonfiction text.

Vocabulary development and vocabulary instruction play a vital role in comprehension.

#### Teaching Ideas

- Elements of literature: Student identifies setting, characters, plot, etc.
- Graphic Organizers provide a visual tool to help process information and show relationships to assist in comprehension. Organizers can also be used to assess learning. Organizers can be used to graphically represent the following thinking processes:  
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## Second Grade Skills



**Cause and Effect** – list story events or character actions and what caused them.

**Classify** – categorize or classify events, things or ideas in a story.

**Sequence** – record the chain of events in a story.

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- **Direct Thinking and Reading Activity (DRTA):** Student follows DRTA format.

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Make a prediction based on prior knowledge and the text.

Read a paragraph and make a prediction about what will happen next.

Justify prediction with evidence from the story.

Continue with more paragraphs.

Discuss whether predictions were accurate or not.

Revise predictions.

- **Question Answer Relationship (QAR):** Student follows QAR format.

Have students read (or read to them) the beginning of a story.

Ask a question.

When answered, have students determine the context for the answer:

In the Book –

“Right There,” “Think and Search”

In My Head –

“On my Own,” “Author and Me”

- **Retelling:** Student retells (verbally, dramatically, artistically) a story, meeting retelling criteria appropriate for grade level.
- **Activate Prior Knowledge:** Preview the text, brainstorm information about the topic.
- **Set a purpose for reading:** for information, enjoyment, etc.
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- **Listening:** Students listen to and follow directions. Students listen for specific information while text is read aloud.

## Second Grade Skills



- Written Direction: Student reads and follows directions.
- Think Aloud: Model comprehension strategies (predicting, identifying main idea, summarizing, questioning, making inferences, visualizing, and reflecting) out loud. Encourage students to verbalize their thoughts, questions, and connections.
- Making Text Connections: Model making text to text, text to self, and text to world connections. Support students' connections as they promote comprehension of the text.

### Supporting Research

"When used in combination, these techniques (comprehension monitoring, cooperative learning, use of graphic and semantic organizers, question answering, question generation, story structure, summarization) can improve results in standardized comprehension tests" (National Reading Panel (2000) *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups*. Washington, DC: National Institute of Child Health and Development).

Presenting comprehension strategies to students as "the procedures that readers ought to use all of the time when reading and thus teaching them in the context of regular assignments is not only possible but desirable" (Pressley, Michael, Fiona Goodchild, Joan Gleet, Richard Zajchowski, and Ellis D. Evans. "The Challenges of Classroom Strategy Instruction." *The Elementary School Journal* 89.3, 1989 p. 325).

Comprehension strategies can and should be taught using a direct explanation approach. (Pearson, P.D. and L. Fielding. "Comprehension Instruction." *Handbook of Reading Research*. Vol. 2 Ed. R. Barr, M.L. Kamil, P.B. Mosenthal, and P.D. Pearson. Mahwah, NJ: Lawrence Erlbaum Associates, 1996, p. 818).

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## Second Grade Skills



### Skill Six – Sound Out Words

#### Notes and Suggestions

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Students should accurately decode 95% of the words encountered in independent reading.

Students should be taught the sound/symbol relationships. Students must be taught how to blend sounds (left to right) to make words.

Students must be provided the opportunity to practice applying phonics knowledge by reading daily in appropriate texts (decodable).

#### **AND**

Students must be provided the opportunity to generalize the application of phonics knowledge to a variety of texts.

Please refer to the Decode and Spell Chart, Idaho Comprehensive Literacy Plan, and local curriculum guides for teaching sequence.

Phonics lessons should:

- ✓ build on a logical sequence, start from the known and move toward the new;
- ✓ explicitly introduce sound-spelling relationships;
- ✓ occur daily;
- ✓ be brief and fast paced;

## Second Grade Skills



- ✓ encourage students to be curious about words;
- ✓ include periodic review;
- ✓ be tailored to meet the needs of students;
- ✓ allow for flexible grouping;
- ✓ build on the phonic-spelling connection;
- ✓ engage student conversation about patterns of language;
- ✓ provide ample opportunities for children to apply what they are learning about letters and sounds to the reading of words, sentences, and stories.

### Teaching Ideas

- Modeled Decoding: Teacher explicitly models sound/symbol correspondence using environmental print, pocket chart, big books, text on the overhead, etc.
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- Build a Word: Teacher directs class to spell words. Student uses letter tiles or magnetic letters to spell and decode words.
- Word Families: Teacher introduces a word family such as -op. Students decode -op family words.
- Literature: Teacher reads aloud text and directs students' attention to specific phonics elements. Student reads the same text independently to find words that meet the specific phonics elements the teacher instructed them to find.
- Encourage children to notice interesting and/or familiar patterns in literature you are reading,
- Decodable Text: Student reads for practice.
- Word Hunt/Sort: Student hunts for or sorts words by phonetic pattern.
- Decoding Grab Bag: Teacher makes word cards. Student selects a word card from the bag and reads the word.
- Shared writing: Think aloud as you write for the class. "We need to make a list of things we need for our fieldtrip. 'Lunches' starts with /l/ just like Laura's name. What sound do you hear next?"
- Independent writing: Encourage students' attempts to write. Instruct them to stretch the word and write the sounds. Push them to use environmental print, word walls and everything they know about letter sounds.

## Second Grade Skills



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"The ability to decode and spell unfamiliar in-print words is worthless if children don't use the strategies they know while reading and writing. By emphasizing common spelling patterns and helping children use the patterns they sort for to spell other words, children learn how to use familiar patterns to spell words they need in their writing" (Allington, Richard L. and Patricia M. Cunningham, *Schools That Work Where All Children Read and Write*, HarperCollins, NY 1996, p. 226).

"Skilled readers can accurately and quickly pronounce infrequent, phonetically regular words. When presented with unfamiliar but phonetically regular words – *nit*, *kirn*, *miracidium* – good readers immediately and seemingly effortlessly assign them a pronunciation (Daneman, 1991). This happens so quickly that readers are often unaware that they have not seen the word before and that they had to 'figure it out.' This decoding that good readers do so quickly and effortlessly is usually accomplished by the reader's accessing some known spelling patterns or similar words" (Allington, Richard L. and Patricia M. Cunningham, *Schools That Work Where All Children Read and Write*, Harper Collins, NY 1996, p. 49).

## Second Grade Skills



### Skill Seven – Read Sight Words

#### Notes and Suggestions

Instruction should be tailored to a whole group, small group, and individuals.

After being introduced to a word, a student should have his/her own word on a card for practice. Practice can include making piles of word cards that can be read fast, medium, and slow. Reading the cards with some speed builds fluency.

Sight words should be practiced in context (such as a simple sentence or story) and out of context (such as a word list).

#### Teaching Ideas

- Poster/Pocket Chart: Read sight words on chart.
- Movement: Write word on palm, in the air, on another student's back.
- Rebus sentences: Read the sentence by reading the sight words and

the pictures. A  likes .

- Handwriting: Trace over the sight word.
- Center Activity: Make the words using clay, magnetic letters or noodles.

Write the words in salt, sugar, sand, or on white board, chalkboard, overhead, or Magna Doodle.

Use a paintbrush and water to write a disappearing word on a chalkboard.

- Technology: Type sight words and print to read.
- Place commonly read and spelled words alphabetically on a word wall or in a word notebook for easy referral. Encourage correct spelling of these frequent words.
- Make word bank cards from the words that are displayed on the word wall. Use these cards for small group or paired activities, including:
  - ✓ Match cards with the same beginning letter
  - ✓ Match cards with the same ending letter
  - ✓ Match cards with other cards that rhyme
  - ✓ Put cards in alphabetical order
  - ✓ Sort cards by number of syllables
  - ✓ Use the word in a sentence



## Second Grade Skills



- ✓ Make up a story using all the words
- ✓ Find words that have a prefix or suffix
- Play word games such as Bingo, Hangman, Word Dominoes, Concentration, Go Fish, and Around the World with flash cards.
- Identify and celebrate sight words during shared reading, shared writing, and journal writing.
- Timed readings: Students read lists of sight words for speed. Students track their own progress.
- Keep a list of sight words in the back of each child's writing journal for reference.
- Keep high frequency word cards on a ring for easy reference.
- Practice reading sight words. To make it fun, read in funny voices: baby, robot, scary, mad, underwater.
- Play "Swat!" Write a list of words on the board. Divide the class into two teams. Give a flyswatter to the first child in each team. Say a sentence that includes one of the words. The first person to swat the correct word earns a point for his/her team. Ten points is a winner!

### Supporting Research

"Studies of print have found that just 109 words account for upward of 50% of all words in student textbooks... Knowledge of these high frequency words logically can help the fluency of readers. Many of these high-frequency words carry little meaning but do affect the flow and coherence of the text being read, such as words like, *the, from, but, because, that, and this.*" (Reutzel, D.R., and R.B. Cooter. *Teaching children to Read: From Basals to Books*. New York: Macmillan, 1992, p. 115).

"Instruction in high-frequency words should begin as soon as students have grasped the concept of a word and can recognize and name the letters of the alphabet." Honig, Bill, Linda Diamond, Linda Gutlohn. *Teaching Reading Sourcebook CORE*, 2000, p. 9.14.

## Second Grade Skills



### Skill Eight – Read a Story

#### Notes and Suggestions

Reading is not developmental or natural, it is learned. Reading difficulties reflect a persistent deficit, rather than a developmental lag in linguistic and basic reading skills. Proficient readers gain meaning from the word level (automatic, unconscious, rapid process) and from the passage level (active, engaged, thinking process). If by sixth grade, a student is reading below 100 to 120 words per minute, she/he won't be able to attend to meaning.

*Word Level = Reading Accuracy*

*Passage Level = Reading Fluency*

For *word level/reading accuracy* information please see *Sound Out Words* section.

This section will address passage level/reading fluency.

Reading Fluency:

- is defined as the number of words read correctly in one minute;
- is a strong predictor of overall reading health, but does not provide diagnostic information;
- has a strong correlation with reading comprehension (demonstrated by changes in voice as student makes meaning);
- can be taught.

Please refer to the IRI Reading Fluency Table for words correct per minute counts for grades one, two, and three.

Fluency instruction and assessment include these primary components:

- accuracy in decoding;
- automaticity in word recognition (rate);
- appropriate use of expressive features such as stress, pitch, text phrasing, pace, and punctuation (prosody).

Students can keep records of reading fluency. Students who experience great difficulty reading fluently need intensive monitoring, and should participate in timed reading several times a week.

## Second Grade Skills



Having students practice reading phrases can increase speed and accuracy. See Fry's Phrases included in the appendix.

Teachers should model fluent oral reading behavior on a daily basis.

Students should have daily opportunities for repeated reading at their instructional reading level.

### Pre-fluency Activities

- Oral Language: Student listens for sound and feel of printed text (the language of books) as teacher reads aloud.
- Alphabet Reading: Student reads the alphabet in and out of order.
- Name Reading: Student quickly reads his/her own name.
- Student quickly reads names of other students.
- Read Around the Room: Student reads environmental print including songs, chants, and poetry.
- Language Experience: Teacher writes student's words, following a hands-on experience and reads the words back to the student. Student reads words with teacher and independently.
- Auditory Modeling: Live or taped modeling of fluent reading provides an example of where to pause, where to change pitch, and which words to stress.

### Teaching Ideas

- Echo Reading: Teacher reads one sentence with appropriate intonation and phrasing. Student imitates oral reading model.
- Neurological Impress: Teacher sits behind student and places reading material in front of student. Teacher and student read together in one voice. Teacher paces the reading and rate is slightly beyond the student's normal rate.
- Choral Reading: Teacher and student(s) read aloud together.
- Paired Reading (Book Buddies): Students read aloud together to improve rate.
- Repeated Reading: Student reads same text several times to improve the many dimensions of fluency.
- Modeled Reading/Lap Reading/Shared Reading: Student listens to, and/or participates in proficient oral reading.

## Second Grade Skills



- Readers' Theater: Student participates in a Readers' Theater presentation following the procedures for Readers' Theater.
- Poetry Party: Students practice and perform poetry.
- Taped Reading: Student tapes oral reading and charts reading rates.  
\*Taped reading can be used for monitoring reading practice, performance, and improvement.
- Radio Reading: Students practice reading a passage to sound like a radio announcer.
- Timed Reading: Student reads aloud and charts reading rate. Track progress over time.
- Fry's Phrases: Student reads phrases to improve phrasing.
- Music: Student hums to get the feel and intonation of the words.
- Phrase-Cued Reading: Teacher prepares text with slash marks at phrase boundaries. The student practices reading the text with the cues several times and then attempts without cues.

### Supporting Research

Samuels, in describing his method of "repeated readings" to build fluency, had the goal of helping students achieve an 85-word-per-minute criterion rate, before moving to the next passage. He describes the desirable stage of "automatic reading": "At the automatic stage, the student is able to recognize the printed words without attention. The oral reading of a student at the automatic stage is characterized by a rate which approximates or may even be faster than speaking rate, the reading is with expression, and if the material is familiar, the student should be able to comprehend while reading aloud...several research studies suggest that speed of response may be used as an indicator of automaticity" (Samuels, S.J. The method of repeated readings in *The Reading Teacher*, Vol. 50, No. 5, February 1997, p. 377).

"On the basis of a detailed analysis of the available research that met NRP methodological criteria, the Panel concluded that guided repeated oral reading procedures that include guidance from teachers, peers, or parents had a significant and positive impact on word recognition, fluency, and comprehension across a range of grade levels" (National Reading Panel (2000) *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*: Reports of the subgroups. Washington, DC: National Institute of Child Health and Development).

## Second Grade Skills



"By the end of second grade, children should be able to read and comprehend both fiction and nonfiction that is appropriately designed for their grade level. They are actually decoding phonetically regular, two-syllable words and nonsense words. They are using their phonics knowledge to sound out unknown words, including multisyllable words. And they are rapidly gaining the ability to read the longer, more complex sentences of written language with fluency and expression" (National Research Council, *Starting Out Right*, National Academy Press: Washington, D.C., 1999, p. 113).

"Repeated reading is a valuable tool. When repeated reading is employed on a regular basis and in engaging ways, students' word recognition, reading fluency, and comprehension improve significantly." Rasinski, Timothy V., *The Fluent Reader*. New York, NY: Scholastic, 2003 p. 100.

"Through practice, the reader's decoding can become so fluent that she pays maximum attention to creating meaning from the words she encounters." (Rasinski, Timothy. *The Fluent Reader*. New York, NY: Scholastic Professional Books, 2003, p. 76).

## Second Grade Skills



### Skill Nine – Answer Comprehension Questions

#### Notes and Suggestions

Teachers must directly teach students a number of cognitive strategies to process text.

#### Lesson Plan Model

- Introduce
- Model
- Guide
- Practice
- Evaluate

#### Key Comprehension Strategies

- Using prior knowledge/previewing
- Predicting
- Identifying main idea
- Summarizing
- Questioning
- Making Inferences
- Visualizing
- Reflecting

Students must be knowledgeable and flexible about the appropriate use of comprehension strategies **prior to, during, and after** reading fiction and nonfiction text.

Vocabulary development and vocabulary instruction play a vital role in comprehension.

#### Teaching Ideas

- Elements of literature: Student identifies setting, characters, plot, etc.
- Graphic Organizers provide a visual tool to help process information and show relationships to assist in comprehension. Organizers can also be used to assess learning. Organizers can be used to graphically represent the following thinking processes:

**Describe** – list descriptive words for a concept, character or event in a story.

## Second Grade Skills



**Cause and Effect** – list story events or character actions and what caused them.

**Classify** – categorize or classify events, things or ideas in a story.

**Sequence** – record the chain of events in a story

**Compare and Contrast** – compare characters or events in a story or one story/author with another.

- **Direct Thinking and Reading Activity (DRTA):** Student follows DRTA format.

Preview the story.

Make a prediction based on prior knowledge and the text.

Read a paragraph and make a prediction about what will happen next.

Justify prediction with evidence from the story.

Continue with more paragraphs.

Discuss whether predictions were accurate or not.

Revise predictions.

- **Question Answer Relationship (QAR):** Student follows QAR format.

Have students read (or read to them) the beginning of a story.

Ask a question.

When answered, have students determine the context for the answer:

In the Book –

“Right There,” “Think and Search”

In My Head –

“On my Own,” “Author and Me”

- **Retelling:** Student retells (verbally, dramatically, artistically) a story, meeting retelling criteria appropriate for grade level.
- **Activate Prior Knowledge:** Preview the text, brainstorm information about the topic.
- **Set a purpose for reading:** for information, enjoyment, etc.
- **What I Know, What I Want to Know and What I Learned (KWL):** Student completes KWL before, during, and after reading.
- **Reciprocal Teaching:** Student follows reciprocal guidelines. Teacher provides support (modeling, guiding, monitoring, feedback) as students learn to apply four comprehension strategies when reading. Questioning – Clarifying – Summarizing – Predicting
- **Questioning the Author:** Student uses text to unlock meaning and determine the author's purpose for writing the text.
- **Listening:** Students listen to and follow directions. Students listen for specific information while text is read aloud.

## Second Grade Skills



- Written Direction: Student reads and follows directions.
- Think Aloud: Model comprehension strategies (predicting, identifying main idea, summarizing, questioning, making inferences, visualizing, and reflecting) out loud. Encourage students to verbalize their thoughts, questions and connections.
- Making Text Connections: Model making text to text, text to self, and text to world connections. Support students' connections as they promote comprehension of the text.

### Supporting Research

"When used in combination, these techniques (comprehension monitoring, cooperative learning, use of graphic and semantic organizers, question answering, question generation, story structure, summarization) can improve results in standardized comprehension tests.

(National Reading Panel (2000) *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups*.

Washington, DC: National Institute of Child Health and Development).

Comprehension strategies can and should be taught using a direct explanation approach. (Pearson, P.D. and L. Fielding. "Comprehension Instruction." *Handbook of Reading Research*. Vol. 2 Ed. R. Barr, M.L. Kamil, P.B. Mosenthal, and P.D. Pearson. Mahwah, NJ: Lawrence Erlbaum Associates, 1996, p. 818).

"Good readers self-monitor, search for cues, discover new things about text, check one source of information against another, confirm their reading, self-correct when necessary, and solve new words using multiple sources of information." Fountas, I.C., and G.S. Pinnell. *Guided Reading: Good First Teaching for All Children*. Portsmouth, NH: Heinemann, 1996, p. 157.



## Second Grade Skills



### Skill Ten – Sound Out Words

#### Notes and Suggestions

Decoding or phonics is an important component of reading accuracy. Phonics instruction today is different from the instruction of yesterday. Proficiency in decoding is not enough. Phonics must be used to get to the goal of reading: obtain meaning from print. Phonics instruction should be systematic (follows a logical sequence) and explicit (directly taught). The most reliable indicator of reading difficulty is an inability to decode single words. National Institute of Child Health & Human Development (NICHD).

Efficient decoding (automaticity\*) requires:

- rapid letter retrieval;
- rapid sound retrieval; and
- rapid meaning retrieval.

\*Automaticity requires all three retrieval systems to be intact and work together.

Students should accurately decode 95% of the words encountered in independent reading.

Students should be taught the sound/symbol relationships. Students must be taught how to blend sounds (left to right) to make words.

Students must be provided the opportunity to practice applying phonics knowledge by reading daily in appropriate texts (decodable).

#### **AND**

Students must be provided the opportunity to generalize the application of phonics knowledge to a variety of texts.

Please refer to the Decode and Spell Chart, Idaho Comprehensive Literacy Plan, and local curriculum guides for teaching sequence.

Phonics lessons should:

- ✓ build on a logical sequence, start from the known and move toward the new;
- ✓ explicitly introduce sound-spelling relationships;
- ✓ occur daily;
- ✓ be brief and fast paced;

## Second Grade Skills



- ✓ encourage students to be curious about words;
- ✓ include periodic review;
- ✓ be tailored to meet the needs of students;
- ✓ allow for flexible grouping;
- ✓ build on the phonic-spelling connection;
- ✓ engage student conversation about patterns of language;
- ✓ provide ample opportunities for children to apply what they are learning about letters and sounds to the reading of words, sentences, and stories.

### Teaching Ideas

- Modeled Decoding: Teacher explicitly models sound/symbol correspondence using environmental print, pocket chart, big books, text on the overhead, etc.
- Sentence Reading: Student reads simple sentences to practice decoding unknown words.
- Build a Word: Teacher directs class to spell words. Student uses letter tiles or magnetic letters to spell and decode words.
- Word Families: Teacher introduces a word family such as -op. Students decode -op family words.
- Literature: Teacher reads aloud text and directs students' attention to specific phonics elements. Student reads the same text independently to find words that meet the specific phonics elements the teacher instructed them to find.
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